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ABSTRACT

This book presents a responsive approach to assessment which recognizes and describes students' development, learning and achievement in English. It describes a model for English teaching built on the kinds of contexts, activities, and experiences which most effectively promote the learning of language, learning through language, and learning about language, and in which development can be observed. The book is a resource for all teachers of English from the earliest years of schooling right through to years 11 and 12, and for parents and members of the wider community. Part 1, Assessing Development in English offers a rationale for taking a responsive approach to English assessment, and describes a range of contexts representing the kind of classroom experiences which promote the development of language competence. Part 2, Observing and Describing Development in English, invites readers to look specifically at learning and development in talking and listening, reading, and writing, and identifies a data base of descriptive statements which can be used to focus observation and describe development. Part 3, Recording and Reporting Development, presents practical suggestions for record keeping, developing descriptive profiles, and reporting, and includes many sample formats. The book's 3 sections contain the following chapters: (1) Responsive assessment; (2) The real evidence; (3) The whole context; (4) Talking and listening; (5) Reading; (6) Writing; (7) Observing students at work; (8) Keeping records; and (9) Recognizing development and achievement. In addition, the book contains a conclusion, 27 references, and a 4-page reading list. (PRA)

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